

Childminder report

Inspection date: 3 July 2023

Overall effectiveness	Good
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The quality of education	Good
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Behaviour and attitudes	Good
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Personal development	Good
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Leadership and management	Good
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Overall effectiveness at previous inspection	Good
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What is it like to attend this early years setting?

The provision is good

Children learn to be happy and content in the care of this very experienced childminder. The childminder works closely with parents to help children become familiar with her home and routines when they first start. They settle well and form strong attachments to the childminder and each other. The children rise to the childminder's high expectations. They make good progress from their individual starting points. They enjoy the many planned opportunities to follow their interests and they build well, overall, on their knowledge and understanding. For example, they learn to listen closely to the well-told stories the childminder regularly reads to them and pay close attention to the plot and characters and begin to anticipate what will happen next.

Children are secure and confident in the childminder's care. They learn to be well behaved and sociable. For instance, they follow the childminder's example as they give a friendly greeting to other children as they collect them from school. They say a polite goodbye when they leave. Children are safe and increasingly independent. They learn to be self-aware and to take care of themselves. For example, they pay attention to the childminder's instructions as they walk along the street together and learn to cross the road safely.

What does the early years setting do well and what does it need to do better?

- The childminder makes good use of information from parents and her own observations to plan for children's future learning. She engages their interest and curiosity to systematically build their knowledge and skills well overall. However, she does not consistently plan for opportunities for children to practise and fully deepen their new learning.
- The childminder strongly promotes the development of children's language skills. She engages the children in conversations as they play and introduces them to a new and interesting vocabulary. For instance, she helps three-year-old children to use words such as 'shade' and 'pastel colours' as they create their paintings.
- The childminder positively encourages children's love of books. She introduces them to storytelling through action songs and nursery rhymes. She carefully chooses books which stimulate children's interests and she encourages them to select their own books from her well-resourced playrooms.
- The childminder helps children to behave well and strongly supports their personal development. Children learn to share their toys and show kindness and consideration to others. She guides children to express and manage their emotions as, for instance, they listen to the story of 'The Rainbow Fish' and share their thoughts.
- Children's mathematical skills are well supported. Children are encouraged to develop their counting skills as they play. For instance, they count the number of

cuts they make as they slice vegetables for a printing activity and sort toys by colour and size. Children progress from finding straight and curved edges on a jigsaw to identifying two- and three-dimensional shapes around the house, in the garden or on their walks.

- Children's physical development is supported well. The childminder helps children to develop their fine muscle control of hand and arms. For example, children handle different-sized painting, drawing and printing tools in their creative work. These experiences support the development of their later writing skills. The childminder successfully encourages children's healthy development, including toilet training.
- The childminder is passionately committed to her role. She regularly reviews and reflects on her practice. She draws on the views of children, parents, local authority advisers and other childminders. She regularly undertakes a wide range of training to further strengthen her planning and support the learning of all children, including those with special educational needs and/or disabilities.
- Parents strongly recommend the childminder. They welcome the very regular information the childminder shares with them about their children's daily activities and ongoing progress. They particularly comment on the good support for children's developing social skills, language development and good behaviour.

Safeguarding

The arrangements for safeguarding are effective.

The childminder has a good knowledge of how to keep children safe from harm in many different circumstances. She understands how to identify potential signs that a child is at risk of abuse or neglect. She knows how to record concerns and who to report them to. The childminder makes effective use of a range of training opportunities and guidance from the local authority and other childcare training providers. The childminder teaches children how to play safely and to cross roads carefully.

What does the setting need to do to improve?

To further improve the quality of the early years provision, the provider should:

- strengthen the planning to identify further opportunities for children to practise and deepen their new learning.

Setting details

Unique reference number	300100
Local authority	Sheffield
Inspection number	10295302
Type of provision	Childminder
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Day care type	Childminder
Age range of children at time of inspection	3 to 12
Total number of places	6
Number of children on roll	11
Date of previous inspection	11 December 2017

Information about this early years setting

The childminder registered in 2012 and lives in Stannington, Sheffield. She operates all year round from 7.30am to 6pm, Monday to Friday, except for bank holidays and family holidays. The childminder occasionally works with another childminder in their home.

Information about this inspection

Inspector

Andrew Clark

Inspection activities

- This was the first routine inspection the childminder received since the COVID-19 pandemic began. The inspector discussed the impact of the pandemic with the childminder and has taken that into account in their evaluation of the setting.
- The childminder showed the inspector around the areas of her home used for childminding and explained her intentions for children's learning.
- The inspector read feedback from parents to gain their views about the childminder.
- The inspector observed children during activities to assess the impact on their learning and development.
- The inspector spoke to the childminder and children at appropriate times during the inspection.
- The childminder showed the inspector documents relevant to her practice.

We carried out this inspection under sections 49 and 50 of the Childcare Act 2006 on the quality and standards of provision that is registered on the Early Years Register. The registered person must ensure that this provision complies with the statutory framework for children's learning, development and care, known as the early years foundation stage.

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